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ABSTRACT

Colorado's accountability program requires each school district to establish a citizens committee to inform the local board of community feelings regarding the district's educational program. This document reports the number of districts successfully completing the various steps in the accountability process during the 1979-80 school year. Exemplary districts, districts not in compliance, and districts in need of improvement are identified. Priorities set by local districts for improvements needed in their educational programs are listed. Efforts to extend the accountability program to the building level are described. The document also outlines Colorado's accreditation program, discusses the program's relationship to the accountability requirements, and summarizes the current accreditation status of Colorado school districts. Analysis of the data compiled for this report reveals trends associated with successful accountability programs, improvements in educational programs resulting from accountability efforts, and rising pupil test scores associated with these improvements. Sample reports sent by districts to local residents complete the document. (PGD)

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1979-80 ANNUAL REPORT: OVERVIEW OF EDUCATIONAL ACCOUNTABILITY AND ACCREDITATION IN COLORADO

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COLORADO DEPARTMENT OF EDUCATION
CALVIN M. FRAZIER
COMMISSIONER

1979-80 ANNUAL REPORT:

OVERVIEW OF EDUCATIONAL ACCOUNTABILITY

AND ACCREDITATION IN COLORADO

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1981

This report on educational accountability and accreditation in Colorado for 1979-80 is prepared by the Colorado State Board of Education under the provisions of the Educational Accountability Act of 1971 (CRS 22-7-105) and the duties of the State Board of Education (CRS 22-2-106). It summarizes reports from each school district covering implementation, progress and results from the accountability/accreditation process, and the accreditation status of each school district.

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Calvin M. Frazier, Commissioner

February 19, 1981

To the Governor and Members of the General Assembly:

The State Board of Education is transmitting to you its tenth annual report on educational accountability in Colorado in accordance with CRS 22-7-105. We also have combined with this a report on accreditation in Colorado in accordance with CRS 22-2-106 (3).

The report indicates a high level of compliance with the Accountability Act of 1971 and accreditation standards, and thus an effective level of local district effort in working toward quality educational programs. Colorado citizens can be proud of their schools and the national recognition Colorado has received in our efforts to make local control of education through accountability work for the betterment of our schools.

The following highlights from this report should be noted:

1. The number of districts with exemplary accountability programs continues to rise; the number of districts with unsatisfactory programs continues to drop.

2. The Colorado accreditation program has been closely linked with the Educational Accountability Act resulting in better verification of progress in the accountability/planning process and in stimulating long-range planning. All but two of our 181 local school districts are in the accreditation program.

3. The planning/accountability process is now being carried out with some success in the majority of individual school buildings.

4. Colorado students score well on nationally standardized tests and college entrance exams. Achievement is higher in those districts showing good progress in accountability compared to districts with less effective accountability programs.

Colorado accountability is still the most basic, the most powerful tool we have to make a difference in improving the schools. Together we can make our good schools even better.

Calvin M. Frazier
Commissioner of Education

ABSTRACT

1979-80 ANNUAL REPORT: OVERVIEW OF EDUCATIONAL ACCOUNTABILITY AND ACCREDITATION IN COLORADO

Colorado Department of Education

February, 1981

Educational accountability in Colorado is the process of planning and carrying out school improvement, with an emphasis on community involvement and reporting of results. Colorado school districts continue to show good progress in improving their accountability programs and in moving toward their locally determined improvement goals. All but two of the 181 Colorado school districts have entered the new Colorado accreditation program.

ACCOUNTABILITY/ACCREDITATION STATUS

All 181 districts reported for 1979-80. Three districts reported their accountability committees were inactive, but each has since been reactivated. Accountability committees average about 16 members, and altogether more than 2,900 persons serve throughout the state. The accountability/accreditation process involves six basic steps:

Ask the people (needs assessment)
Setting priorities
Action planning
Implementation
Evaluation
Reporting

Reporting and evaluation continue as key areas needing further improvement.

Accountability progress in each district is rated on a 5-step scale. One-fourth of the districts (44) were rated as exemplary in 1979-80, up from 29 districts in 1978-79. Altogether 93% of the districts are progressing satisfactorily or better. Only 13 districts show little or no progress (down from 21 in 1978-79).

Most districts (90%) reported they had current priorities for school improvement. This has been a major step forward in the implementation of accountability. The high priority areas for improvement reported in June, 1980, include:

1. Basic skills, especially reading and language arts
2. Facilities maintenance and renovation
3. Curriculum development and articulation
4. School climate and discipline
5. Organization and management
6. Community involvement and building public confidence
7. Staff selection and evaluation

Building level accountability has been a priority for development over the past four years. Even more emphasis was placed on building level planning when the new Colorado accreditation rules, in February, 1980, required each building to develop a building level improvement plan. At least 130 districts reported building level accountability committees and satisfactory or better progress at developing school improvement plans.

Colorado accreditation of school districts, under the recent legislation (22-2-106) and rules of the State Board of Education, provide for the state's general supervision of the public schools. Accreditation, however, is most importantly a process for systematically improving schools. There are three basic criteria for state accreditation:

1) Carrying out the Educational Accountability Act;
2) Meeting state laws;
3) Satisfying a set of minimum accreditation requirements spelled out in the rules.

As of January 1, 1981, there were five school districts not accredited, and all five have begun working toward accreditation. Of the 181 school districts in Colorado all but two have entered the new accreditation program. Of the 179 districts in the accreditation program, 68 are accredited and 111 are working toward accreditation under a formal letter of intent.

RESULTS

When districts have a commitment to and use the planning process, program improvements do occur. Districts well into the use of the process are able to report program improvements. These districts are also able to identify program needs and make appropriate changes. Program improvements and needs are documented.

When districts set priorities in the area of the basic skills and design plans for achieving the priorities, test results show that pupil performance levels either remain stable or rise. About 85% of the district reports show median test scores at or above the national average. Districts more advanced in accountability tend to show higher pupil achievement scores than do districts without effective accountability programs.

Colorado students continue to score well above national averages on standardized tests and college entrance examinations. College entrance exam scores, in fact, showed mostly upward trends in 1979-80.

SECTION I: IMPLEMENTATION OF ACCOUNTABILITY

THE COLORADO EDUCATIONAL ACCOUNTABILITY ACT

Educational accountability in Colorado is the process of planning and carrying out school improvement. It includes widespread school and community involvement and reporting of results. Accountability in Colorado is not like accountability in other states. Here we have a unique balance between local responsibility for the quality of educational programs, and state supervision to see that the accountability process is carried out in each local school district. See Appendix A for a glossary of terms and Appendix B for a brief definition of Accountability.

Purposes of Accountability

1. To define and measure quality in education;
2. To expand life opportunities and options of students;
3. To provide assistance to local boards and patrons in determining the relative value of their school programs as compared to its cost.

Assumptions Behind Accountability

When a local district and its citizens set priorities, design and use a plan to improve educational programs, monitor the plan and make appropriate changes, then the quality of its educational programs and pupil performance will be improved resulting in improved public confidence in the schools.

PRESENT STATUS: COMPLIANCE AND PROGRESS

All 181 Colorado school districts reported on their accountability status for 1979-80. Each report is reviewed by department staff, along with information available from on-site visits. Compliance with minimal standards under accountability and accreditation is checked. The following components of the accountability law were reported.

A. Committee in Operation

Year	1975-76	1977-78	1979-80
% in Compliance	99%	98%	98%

In 1979-80 three districts reported no committees:

Seibert (Kit Carson R-2)
Vona (Kit Carson R-3)
Peetz (Morgan Re-5)

Peetz and Seibert-Vona have since reactivated their committees and all three districts also have begun the accreditation process.

The district (and building level) accountability committees are an essential part of school improvement in Colorado. Citizen involvement just through the district committees in 1979-80 involved more than 2,900 persons (parents, students, taxpayers, teachers, school administrators). They serve to advise the local board of education on needs, community concerns, priorities and programs and to help in reporting back to the community. The average district accountability committee has 16 members. Committees range in size from 5 to 76 members, and although student members are not required by law, 167 districts have students on their committees.

B. Committee Reported to Local Board

Year	1975-76	1977-78	1979-80
% in Compliance	95%	95%	96%

In addition to the three districts without committees listed in A, previous page, five districts reported their accountability committees did not formally report to their board in 1979-80.

Hanover (El Paso 28)
Bethune (Kit Carson R-5)
Fowler (Otero R 4J)
Rangely (Rio Blanco Re-4)
Hayden (Routt Re-1)

C. Committee Received Charge from Board

Year	1977-78	1978-79	1979-80
% in Compliance	86%	84%	91%

A relatively consistent number of districts, around 85-90%, have an up-to-date charge each year. The balance are working on old charges or design their own charge.

D. District Report to the Public

Year	1975-76	1977-78	1979-80
% in Compliance	72%	90%	91%

In earlier years (mid '70s) around 70% of the districts reported a district effort to report to their publics. A major improvement has been seen in the last three years when most districts (90%) have identified reports to the public. In 1979-80 the following 16 school districts reported not making an accountability report or satisfactory reports to their communities:

Sierra Grande	(Costilla R-30)	Hugo	(Lincoln Re-1)
Dove Creek	(Dolores Re-1)	Peetz	(Logan Re-5)
Elbert	(Elbert 300)	DeBeque	(Mesa 49JT)
Hanover	(El Paso 28)	Grand Junction	(Mesa 51)
Granby	(Grand 2)	Naturita	(Montrose Re-2)
Seibert-Vona	(Kit Carson R2,R3)	Aspen	(Pitkin 1)
Bethune	(Kit Carson R-5)	Hayden	(Routt Re-1)
Estes Park	(Larimer R-3)		

The entire area of communication and reporting continues to be a high priority for districts and committees. Districts and committees recognize that the effective reporting of results is a difficult task. Some techniques for reporting are: district publications, newspaper releases, full-page ads in newspapers, newsletters from individual schools to parents and other patrons.

E. Program Evaluation

Year	1975-76	1977-78	1979-80
% Satisfactory	56%	75%	78%

Districts have reported increasingly that their program evaluation effort is improving. At the same time evaluation remains a high priority for improvement in many districts. While all districts use standardized testing in some form, program evaluation includes much more than just testing the students. It is a systematic procedure (plan) designed and carried out by the district to identify program strengths and weaknesses. The information gathered from the evaluation of programs is used to make appropriate program changes.

Forty districts reported no progress or just beginning in their program evaluation effort in 1979-80. That is, these districts recognized that beyond simple testing they had considerable room for improvement in their program evaluation and use of evaluation.

F. Assisted Patrons to Determine Relative Value of Programs as Compared to Cost

Complying with this part of the Act has been difficult. Each district, under state financial policies, makes both the preliminary district budget and final budget public. But beyond simply reporting the budget the key question is just what information would help the public better understand the quality of education in their schools and the cost of maintaining and improving their programs. When asked directly if they had assisted their district's patrons to understand the relative value of their program compared to its cost, 89 districts (50%) said yes. Adding in those districts who felt they were doing satisfactory or better in comparing cost to value increased the number of districts reporting some effort to 102 (57%).

Assisting districts in meeting this part of the Accountability Act remains a priority for the Colorado Department of Education.

G. Accountability Progress Code

Each district evaluates itself in the annual accountability report sent to the Colorado Department of Education. District information on key areas in accountability and accreditation is used to categorize each district on its accountability progress.

The five key steps in the accountability/accreditation process that serve as the major criteria for the classification of districts are:

* The existence and use of current priorities;
* The extent of program planning/developing/implementation;
* The existence and use of a program evaluation plan;
* The use of the planning process at the building level as well as the district level;
* The reporting of priorities, progress, and improvements to staff, parents, and patrons.

The accountability and accreditation staff in CDE, based on their knowledge of each district, the results of on-site monitoring and the district's own self-evaluation in the annual accountability/accreditation report, place each district in one of five categories. The categories describe the extent to which the accountability/accreditation process has been developed and used by the district. The five levels are:

Exemplary development and use of the process	- Rated as 5
Process well-defined and used	- Rated as 4
Showing satisfactory growth	- Rated as 3
Beginning to develop the process	- Rated as 2
No progress	- Rated as 1

The compilation of the information indicates that of the 181 districts 54% were well into or exemplary in the use of the process, 39% were showing satisfactory growth, 4% were beginning to develop the process, and 3% showed no progress (see Table I).

TABLE I

SCHOOL DISTRICT PROGRESS IN IMPLEMENTING ACCOUNTABILITY

	1976-77		1977-78		1978-79		1979-80	
Extent of Progress	No. Dist.	%	No. Dist.	%	No. Dist.	%	No. Dist.	%
Exemplary	14	8%	26	14%	29	16%	44	24%
Well into Process	81	45	73	41	73	40	53	30
Satisfactory Growth	56	31	61	34	58	32	71	39
Beginning Development	20	11	15	8	16	9	8	4
No Progress	10	5	6	3	5	3	5	3

Between 1978-79 and 1979-80

- There was a substantial increase (29 to 44) in the number of districts exemplary in their accountability program.
- There was a substantial decrease (21 to 13) in the number of districts showing no progress or still at the beginning stages of the process.
- Eighty-nine (89) districts maintained a well-defined or exemplary accountability process through the two years.
- Ten (10) districts remained at the no progress of just beginning levels through the two years.
- Eleven (11) districts moved up from the little or no progress categories into satisfactory or better progress in accountability.

Some characteristics of those districts with effective accountability programs include the following:

- The planning process is supported and understood by the board, the superintendent and other key leaders, primarily principals, in the districts;
- The planning process is used at both the district and individual building level allowing staff (principals and teachers) to have ownership in the process;
- The accountability committee has a specific written charge from the local board;
- The recommendations back to the local board from its charge to the committee are considered. The recommendations, if adopted or modified by the board, have an impact on priority-setting, decision-making, and education programs;
- The board, professional staff, committee, and community set priorities for the improvement of educational programs and have a plan for achieving the priorities;
- The reporting procedures used by the district keep the staff, parents, and patrons informed about the progress of the district plan for program improvement;
- The accountability committee is visible to and works with the local board, community and the professional staff.

EXEMPLARY DISTRICTS

Those districts that have particularly good accountability programs and which have materials or resource persons of value for sharing with other districts are the exemplary districts. In 1979-80 there were 44 districts rated as exemplary. This is an increase from 29 exemplary districts in 1978-79. The 44 exemplary districts in 1980 are:

Northglenn-Thornton (Adams 12)
Bennett (Adams 29J)
Strasburg (Adams 31J)
Westminster (Adams 50)
Englewood (Arapahoe 1)
Sheridan (Arapahoe 2)
Cherry Creek (Arapahoe 5)
Pagosa Springs (Archuleta 50 JT)
Boulder Valley (Boulder Re-2J)
Denver (Denver 1)
Harrison (El Paso 2)
Widefield (El Paso 3)
Colorado Springs (El Paso 11)
Cheyenne Mountain (El Paso 12)
Manitou Springs (El Paso 14)
Lewis-Palmer (El Paso 38)
Canon City (Fremont Re-1)
Rifle (Garfield Re-2)
Kremmling (Grand 1J)
Granby (Grand 2)
Jefferson Co. (Jefferson R-1)
Leadville (Lake R-1)
Durango (La Plata 9-R)
Fort Collins (Larimer R-1)
Loveland (Larimer R-2J)
Hoehne (Las Animas 3)
Sterling (Logan Re-1)
Dolores (Montezuma Re-4A)
Montrose (Montrose Re-1J)
Fort Morgan (Morgan Re-3)
Wiggins (Morgan Re-50J)
La Junta (Otero R-1)
Ouray (Ouray R-1)
Ridgway (Ouray R-2)
Holyoke (Phillips RE-1J)
Pueblo City (Pueblo 60)
Oak Creek (Route Re-3)
Moffat (Saguache 2)
Cripple Creek-Victor (Teller Re-1)
Woodland Park (Teller Re-2)
Windsor (Weld Re-4)
Greeley (Weld 6)
Kersey (Weld Re-7)
Yuma (Yuma RJ-1)

Some outstanding procedures used in the exemplary districts include the following:

- The accountability process is developed and used in individual school buildings to improve programs.

  Examples: Mapleton, Boulder Valley, Harrison (Colorado Springs), Cripple Creek-Victor, Moffat, Rifle

- There is effective organization and use of building level accountability committees. These committees work closely with the building principals and assist them in identifying needs, setting priorities, and reporting to the building community what is happening. Building committees are tied to the district accountability committee which expands the flow of critical information between the building and the district for decision-making and priority-setting by the local board.

  Examples: Northglenn-Thornton, Leadville, Sterling, Durango, Mapleton, Boulder Valley, Harrison

- A plan for the evaluation of programs at both the district and building level exists and is used in a systematic way for the review-revision of student objectives, program objectives, and the articulation of curriculum. The data gathered from the evaluation of programs is used to maintain and improve existing programs and develop, if needed, new programs.

  Examples: Fort Collins, Fort Morgan, Cheyenne Mountain, Denver, Pueblo #60, Canon City, Loveland, Boulder Valley, Jefferson County, Northglenn-Thornton, Mapleton

- A procedure exists and is used for the review and possible revision of district goals and priorities. Districts tend to review goals every three to five years. Priorities tend to be reviewed at least every two years. Activities used in the procedure allow for community awareness and ownership of the goals and priorities.

  Examples: Hoehne, Loveland, Cripple Creek-Victor

- The district's board of education, staff, and local accountability committee actively support, understand, and use the planning/accountability process. The three groups function as a team to develop long-range and short-term plans for the continuing improvement of the district's educational program.

  Examples: Jefferson County, Englewood, Montrose, Cherry Creek, Lewis-Palmer, Manitou Springs, Pueblo #60, Canon City, Leadville

- Commitment and support by the district exists as to the value and importance of student participation in the accountability process.

  Example: Durango - by board policy a student is appointed to sit with the board in an advisory capacity

  Example: Jefferson County and Gilcrest - a district-wide Views of Youth Conference, jointly sponsored by the board and accountability committee, is held annually. Information from the conference is used in setting priorities and decision-making.

DISTRICTS NEEDING IMPROVEMENT

The 13 school districts showing little or no progress in educational accountability are critical districts. Districts that do not have a satisfactory accountability/planning program cannot be accredited by the state. The number of districts showing little or no progress has dropped over the past two years. The districts coded as (1) no-progress and (2) just-beginning in 1979-80 are listed below:

	PROGRESS CODE		
District	1977-78	1978-79	1979-80
Sanford (Conejos 6-J)	2	2	2
Ordway (Crowley Re-1J)	3	3	2
Dove Creek (Dolores RE-1)	4	2	2
Hanover (El Paso 28)	1	1	1
Falcon (El Paso 49)	3	2	2
Seibert (Kit Carson R-2)	1	1	1
Vona (Kit Carson R-3)	1	1	1
Hugo (Lincoln RE-1)	3	2	2
Peetz (Logan Re-5)	3	3	1
Granada (Prowers RE-1)	3	2	2
Hayden (Routt Re-1)	3	2	1
Telluride (San Miguel R-1	1	1	2
Egnar (San Miguel 18)	3	3	2

These 13 districts enroll less than one percent of the students in Colorado. All of these districts now have committed themselves to enter the state accreditation program, part of which requires satisfactory implementation of the planning/accountability process.

During the two-year period 1977-79, 32 local districts evaluated themselves as having made very little progress in accountability. Of these 32 districts, 22 by 1979-80 had improved and were able to report a satisfactory or well-defined accountability process. Two of these 22 districts are even cited as exemplary - Rifle (Garfield Re-2) and Wiggins (Morgan Re-50J). Ten districts have remained from 1977 through 1980 in the no-progress or just-beginning categories.

Some factors influencing a lack of progress are:

- A lack of stability in and continuity of the district's leadership;
- Priorities for the district have not been set by the board;
- The accountability committee has no specific written charge from the local board;
- Both the local board and staff are unsure of their relationship and purpose in the development and use of the planning/accountability process;
- The districts tend to be isolated by geography or by choice and are unaware of how the planning/accountability process is being used by other districts for program improvements.

PRIORITIES FOR SCHOOL IMPROVEMENT

Most districts now have established priorities for school improvement. This has been a major step forward in the implementation of accountability. The high priority areas for improvement and the percent of districts reporting the priority in 1979-80 include:

1.	Basic skills	43%
2.	Facilities - renovation/repair	43%
3.	Curriculum development	39%
4.	Specific curricular development in language arts, reading, math	35-38% each
5.	School climate/discipline	33%
6.	Organization and management	29%
7.	Community involvement/building confidence	25%
8.	Staff selection and evaluation	23%
9.	State accreditation	21%
10.	Gifted/talented programs	18%

Table II lists the leading school improvement priorities and the percent of districts reporting each priority area. Districts well into the accountability process were significantly more likely to report they had building level priorities and building level accountability process than districts showing little progress (86% vs. 23%).

The priorities adopted by each local district form the basis for the educational priorities adopted every two years by the State Board of Education (see back cover). The State Board of Education believes that those improvement needs identified locally by each district should provide the basis for educational priorities for the Colorado Department of Education. Additional input into the state priority-setting process comes from students (through Views of Youth conferences), teachers, superintendents, local board of education members, and public surveys.

TABLE II

LEADING IMPROVEMENT PRIORITIES OF LOCAL SCHOOL DISTRICTS IN COLORADO 1979-80*

Priority Area	% of Districts with Priority	
	Major Category	Specific Category
1. MANAGEMENT & ACCOUNTABILITY	69%	
Organization & management		29%
Community involvement & confidence		25
State accreditation		21
Evaluation		17
2. GENERAL PROGRAMS	61%	
School climate & discipline		33%
Gifted & talented		18
Career education		14
Vocational education		13
Nutrition & health		13
3. SPECIFIC CURRICULAR AREAS	54%	
Basic skills		43%
Language arts		38
Reading		35
Mathematics		35
Art		11
4. RESOURCES & FACILITIES	48%	
Renovation & repair		43%
Energy		14
5. CURRICULUM & INSTRUCTION	47%	
Curriculum development		39%
Instruction, competency based education		9
6. STAFF DEVELOPMENT & SUPPORT	33%	
Staff evaluation & selection		23%
Staff development		15

* Based on data from the accountability reports for 1979-80. Only the priority areas held by 15 or more districts are reported here.

ACCOUNTABILITY PROGRESS AT THE BUILDING LEVEL

During the past four years a major emphasis has been to get the accountability process going at the building level. Even more emphasis was placed on the building planning process this year when the new Colorado accreditation program required that each building have a building level improvement plan extending more than one year.

Each district was asked if they had an accountability process at the individual school level including a committee or other citizen input into building level school improvement. In response 127 districts (70%) said yes.

Each district also rated itself on how well it was developing individual school improvement plans based on individual school and district priorities (see Appendix C). The response was:

	# Dist.	%
Exemplary	34	19
Well into process	56	31
Satisfactory	40	22
Just beginning	38	21
No progress	7	4
No response	6	3

Again, it should be noted that the accreditation requirement for building plans is new (February, 1980). Previously the accountability and accreditation programs could only encourage building level planning. The next year or two will see a major effort in building level accountability committees and planning.

The purpose and membership patterns for the building committees tend to vary from district to district. The smaller districts having one or two buildings K-12 tend to report that the functions of a building level committee are carried out by the district committee. Within larger districts there often is much variation from school to school in how effectively building level planning is carried out.

Some examples of districts doing effective building level planning in 1978-80 with building advisory committees in most or all schools or other community input include:

Mapleton
Harrison (Colo. Spgs.)
Rifle
Boulder Valley
Sterling
Colorado Springs
Durango
Granby (E. Grand)
Moffat
Englewood
Denver
Aguilar
Leadville
Pueblo 60
La Junta
Wiggins
Grover
Northglenn-Thornton
Lamar
Brush
Fort Morgan
Sheridan
Glenwood Springs
Fort Collins
Loveland
Westminster
Cherry Creek
Delta
Eagle
Ridgway
Holyoke
Meeker
Oak Creek
Woodland Park
Commerce City
Lewis-Palmer
Windsor

Some characteristics of the planning/accountability process at the building level are:

- The building sets its own plan for achieving district priorities as well as its own priorities;
- The data base used at the district level for setting priorities and making decisions is broadened by the inclusion of information gathered at the building level;
- The communication and reporting processes are improved between the district and the community and between the district and its buildings;
- The planning process operates as a complete cycle with critical information moving back and forth between the buildings and the district;
- The principals are encouraged and supported to function as the instructional leaders of their buildings.

SECTION II: IMPLEMENTATION OF ACCREDITATION

The Colorado State Board of Education is charged with the duties "To exercise general supervision over ..." and "... to appraise and accredit the public school districts in this state " (22-2-106(1)(a) & (c) C.R.S. 1973). The State Board, in discharging these duties, has established the accreditation function within the Department of Education.

Accreditation is seen basically as a process for systematically improving schools.

Under the state law the State Board must submit an annual report on the accreditation status of all school districts. Furthermore, accreditation is to be withheld from any district that has not discharged its responsibilities under the Educational Accountability Act of 1971 (22-2-106(2) & (3) C.R.S. 1973).

Colorado has had a program of state accreditation of school districts under the Colorado Department of Education since 1952. On February 1, 1980, final approval was given to the new rules for Colorado accreditation. The primary purpose of the Colorado accreditation program is to help all school districts improve educational opportunities afforded pupils through the accountability process, which requires the use of comprehensive, continuous, long-range planning for school improvement.

The Colorado accreditation program focuses on the total school system, kindergarten through grade twelve, and stresses the importance of a comprehensive program designed to meet the needs of all pupils. There are three basic criteria for state accreditation:

1. The accountability process (planning for school improvement) must be carried out. There are specific requirements for a district level five-year action plan, building level action plans of more than one year, and a review of programs by the local board of education at least every five years.

2. State laws pertaining to education must be implemented or satisfied.

3. Minimum accreditation requirements, as spelled out in the rules, must be met. Flexibility is provided for. The requirements include such areas as:

   Administration
   Instructional staff
   Curriculum
   Libraries
   Guidance and counseling

RELATIONSHIP OF COLORADO ACCREDITATION AND NORTH CENTRAL ASSOCIATION

The North Central Association of Colleges and Schools (NCA) is a voluntary membership organization providing accreditation services in 19 states. There are six such voluntary regional associations of schools serving all 50 states. The North Central Association accredits schools, while the state of Colorado accredits districts. Some 235 public and private schools in Colorado, mostly junior and senior high schools, are accredited by NCA as of June 1980.

Accreditation consultants within CDE have developed a close, cooperative working relationship with the North Central Association's Commission on Schools. The services of these two accreditation agencies are complementary to one another. A school or school district which qualifies for North Central Association accreditation can, with little or no additional effort, also qualify for state accreditation. The recommendations from a North Central self-study and visitation team can form the basis for the building level action plan for state accreditation.

The North Central Association has established that one of the conditions for membership in the association is that the school seeking membership must first be accredited by the legally constituted or recognized educational agency in its state (see NCA Manual, Section A, Policy I.)

PRESENT STATUS

School districts, at the present time, may be accredited under the former state accreditation program or under the new program. Only five school districts are not accredited at all currently, and all five are now working toward accreditation under a letter of intent. They are:

Hanover (El Paso 28)
Edison (El Paso 54 J)
Central City (Gilpin Re-1)
Lake City (Hinsdale Re-1)
Egnar (San Miguel 18)

Schools entering into the Colorado accreditation program submit a letter of intent from the local board of education. Upon completion of the accreditation process they receive accredited status from the State Board of Education. Annual monitoring and reporting continues after the initial accreditation.

All but two districts, as of January 1, 1981, have entered the accreditation process. The two districts still to formalize their process with a letter of intent are:

Aurora (Arapahoe 28 J)
Grand Junction (Mesa 51)

Of the 179 districts in the accreditation program there are:

68 already accredited;
111 under letter of intent.

Those districts not already accredited under the new Colorado accreditation program have until February 1, 1982 to achieve accredited status. The status of each district is shown in Appendix C.

SECTION III: RESULTS

There is a definite relationship between a district's progress in the planning/accountability process and its ability to set priorities, design and carry out a plan for program improvement, and attain results from the plan. Districts well into the process with defined priorities and a written educational plan report that they have a sense of direction and purpose. They also report staff and community commitment concerning the use of resources, time and effort necessary to support the priorities and plan.

TRENDS

Some continuing trends and capabilities are appearing among the districts from the development and use of the planning/accountability process. Those districts that are the most advanced in the planning process:

- Have district priorities set by the board of education;
- Know their strengths and weaknesses and are more able to report required information;
- More frequently report program improvements with supporting evidence;
- Have a well-defined program evaluation plan;
- Use data from the evaluation of programs and pupil performance to modify existing programs and validate program objectives;
- More frequently develop and use the planning process at the program and building level;
- Are more effective and efficient in reporting to the community;
- More frequently have an effective working relationship among the board of education, the professional staff, and the local accountability committee.

On the other hand, the reports indicate that those districts that are the least advanced in the planning process:

- Do not have district priorities set by the board of education;
- Have difficulty reporting accountability information or pupil performance information;
- Generally do not report program improvements or needs;
- Do not use the planning process at the program or building level;
- Have difficulty reporting to the community;
- Have local accountability committees that function at a minimal level.

PROGRAM IMPROVEMENTS

Districts that have developed and are using the planning/accountability process report program improvements with supporting evidence. Some examples of program/school improvements include the following:

- Gains are maintained in basic skills areas (i.e., reading-math); improvement efforts are expanded to other curricular areas.

  Examples: Pueblo #60, Boulder Valley, Mapleton, Northglenn-Thornton, Englewood

- Reviews are conducted of district-wide student outcomes (competencies) and program objectives at various steps in the K-12 educational program. There is monitoring and evaluation of attainment at the building level through a variety of approaches including testing. Identified changes are made.

  Examples: Lamar, Brush, Fort Collins

- Competency based testing information is used to improve programs and to prescribe individualized/personalized learning experiences for students rather than as a measure to promote or not promote students.

  Examples: Durango, Denver, Jefferson County

- The district has a close and productive working relationship with business and industry that is used for program improvement in areas of mutual interest.

  Examples: Canon City - joint sponsorship of a gifted and talented conference for southern Colorado; Loveland - consumer oriented programs have been added to curriculum (i.e., consumer math program).

- There has been successful passage of bond issues for both school and program improvement where the public is aware of and informed about the district's educational priorities and plans. The accountability committee generally has an active role in explaining the needs.

  Examples: La Junta, Briggsdale, Lewis-Palmer, Boulder Valley, Kremmling

A more detailed description of "promising programs and practices" that have been used by districts is maintained by the Accreditation/Accountability Program in CDE. This information is available upon request to other districts or individuals. The Unit also uses the promising programs and practices as "pieces of reality" for sharing purposes in the statewide and regional conferences on the accountability process sponsored by the Unit.

PUPIL PERFORMANCE

Colorado students score above national averages and have improved in test scores over the past few years.

These conclusions are based on an analysis made in 1978*. Preliminary analysis of 1978-79 and 1978-80 data indicate similar results and in some cases even more positive results. A full report will be produced at a later date.

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* Reprinted in part from Pupil Progress in Colorado: An Update. Colorado Department of Education, December, 1979.

Using grade level median test scores on standardized nationally normed tests, the majority of school districts report that basic skills achievement remains stable or rising and is at or above national norms. Over-all, 85 percent of the district reports show median test scores at or above the national average (Figure 1). This figure is up from 81 percent in 1978.

Most of the district reports (48 percent) show stable or rising scores in recent years (Figure 2). Forty-two percent of the district reports show mixed test scores (rising and falling). Only 10% of the reports show declining scores, a reduction from 14% in 1978.

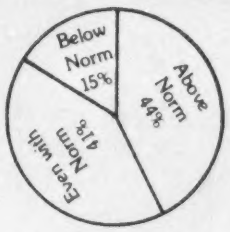


Figure 1

Percent of District Test Reports Showing Median Math and Reading Scores on National Norms as Above or Below Norm

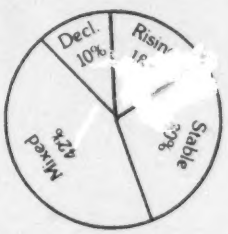


Figure 2

Percent of District Test Reports Showing Median Math and Reading Scores as Rising or Declining

Colorado students do better in elementary school achievement than in secondary school achievement compared to national samples.

College entrance examination results for Colorado high school seniors showed mostly upward trends in 1979-80. For the fourth year in a row the Colorado ACT composite score went up. English scores, however, dipped slightly. SAT scores were mixed. Colorado students scored well above national averages on both tests. Both the SAT (Scholastic Aptitude Test) and ACT (American College Testing Program) measure those abilities most commonly needed for academic success in College. They do not measure high school achievement nor the variety of objectives found in high school curricula today.

All of the changes reported by both ACT and SAT for Colorado were very small. Over-all increases were reported in ACT mathematics, social studies and composite, and SAT mathematics and writing (Test of Standard Written English). Declines were reported in ACT English and SAT verbal. No change was reported in ACT natural science.

Nationally scores on both the ACT and SAT showed no change or small declines. The national ACT scores have remained very stable since the mid-1970s. The national SAT scores continue to show slow declines.

REPORTING

The Educational Accountability Act requires that by December 31 of each year the local school board is to report to its citizens. The reports are to include the extent to which the district has achieved its stated goals and objectives, the cost of programs, and an evaluation of educational decisions made during the previous year which have affected school programs.

School district reports show that when progress is made in implementing the planning/accountability process, goals generally are achieved. Effective reporting can disclose what has happened and what is planned next. Effective reporting of results is a difficult task and an area in which much improvement is needed. The accountability process in Colorado calls for a partnership between school and community so that school programs reflect parent, student, and community concerns. Reporting progress is key to building public confidence and keeping the improvement process moving ahead.

Schools use a variety of means of reporting to the public. Most schools try more than one technique from among such approaches as: district publications, newspaper releases, full-page ads in newspapers, school newsletters, radio, reports at board meetings, and talks to PTO's and service clubs.

On the following pages are some examples of reporting by local school districts. The examples show the concern for reporting in these districts and the variety of topics covered in printed reports.

Manitou Springs

Citizen's Report for School District 14

Gifted Program

Colin McAllister and Ted Walker

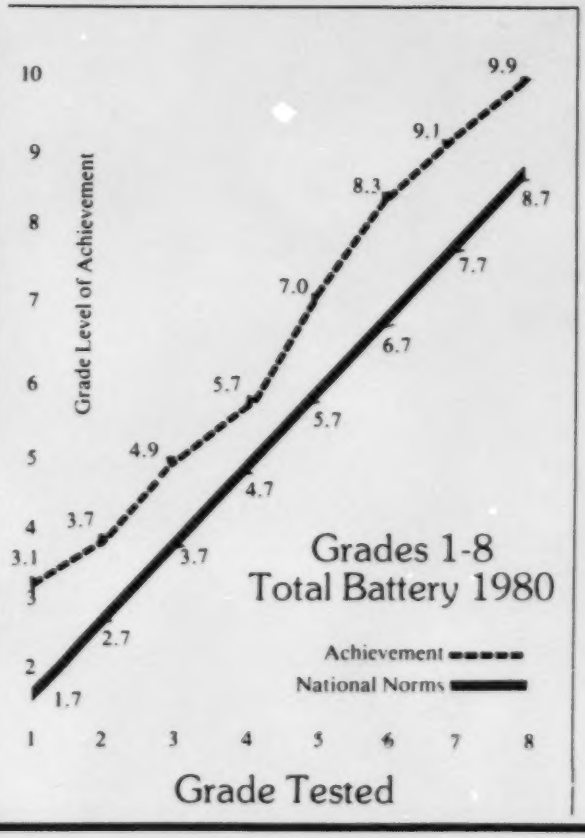
A Word from the Director

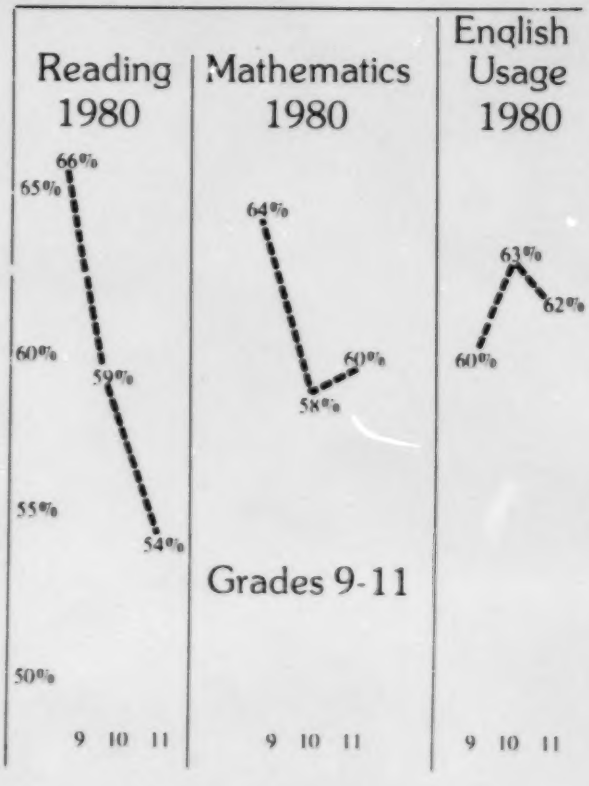
We are very pleased with our first year of work on a program for the academically gifted. The students enjoyed the experience, the parents uniformly were enthusiastic, and the classroom teachers noted positive changes in the behavior of the gifted students when they returned to the regular classroom. I believe the center has provided the experience necessary to really begin to meet the needs of our academically gifted students.

There are some tough problems ahead. We are working on a high school program, different, yet building on the skills and knowledge introduced in the program now in place. We need to continue to promote good staff understanding and support, and, most of all, we need the support of the parents and the community.

If you have questions about the program, or would like to help in any way, please call me, Hal Miller, at 685-1235. We are excited about education in Manitou Springs School District 14, and the program for the gifted is just one of the reasons why.

Test Scores 1980





FOCUS ON ST. VRAIN VALLEY PUBLIC SCHOOLS

Advisory Committee on Accountability Report

District Takes Action on Parents' Concerns

Parents' opinions do count in the St. Vrain Valley.

Last May, through an accountability survey, parents identified areas of concern. This year, the district worked on those areas.

Health Education

The district is now studying the extent and the content of existing health programs. Curriculum for future health education classes is also being developed.

Since grant money is available, pilot health programs could begin in some schools next January.

Spelling

The Cedar Rapids Spell... implemented at Lone... Northridge and...

training in improving math teaching skills.

Graduation Requirements

The minimum number of hours for graduation was lowered last year from 180 hours to 170 in three-year high schools and from 240 to 230 in four-year schools. Academic requirements were examined and left unchanged.

A study group was formed to ... requirements. The group will ... requirements beyond ... schools.

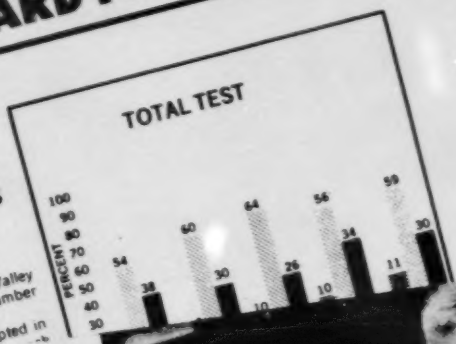
about drug abuse, including alcohol abuse.

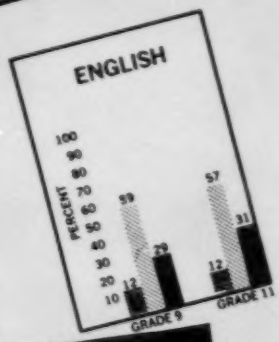
Community agencies joined with teachers, students and police ... causes and facts of dr...

George ... said ...

REPORT CARD FOR THE SCHOOLS

St. Vrain Students Score Above National Averages





Results of standardized tests show that St. Vrain Valley schools are living up to the Board of Education's number ... goals adopted in ...

Writing Sample Scores Improve

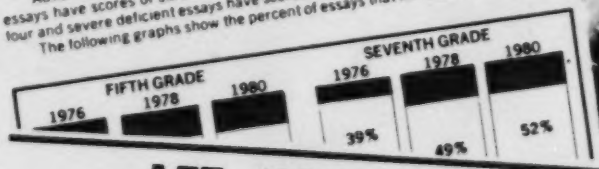
According to the results of the district writing sample, students in the St. Vrain Valley are becoming more proficient writers.

Over the past five years, writing sample scores have increased in the advanced and on target categories and have diminished in the moderate and severe deficiency categories.

All students in fifth, seventh, ninth and eleventh grades participate in the writing sample each year. Their essays are graded twice by teachers and administrators and receive a ranking from each of a four for an excellent essay to a one for an essay with severe deficiencies.

Advanced essays, then, are those with grades of seven or eight; on target essays have scores of six or seven; moderate deficient essays are rated three or four and severe deficient essays have scores of two.

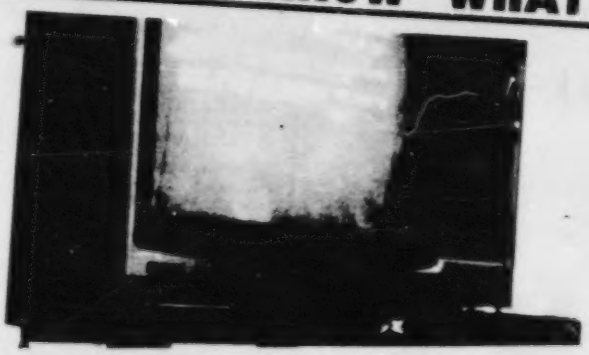
The following graphs show the percent of essays that fell into each category.

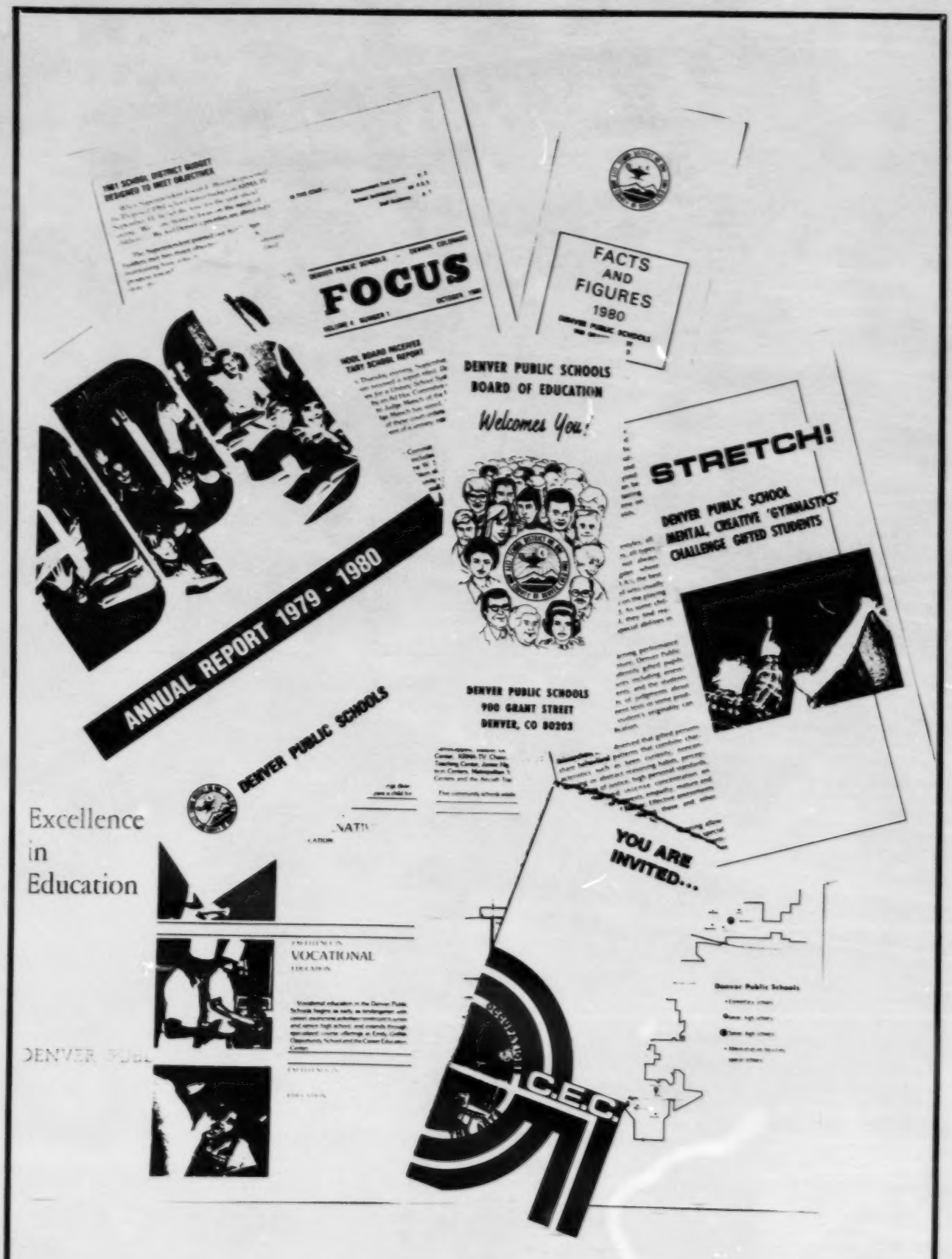


Math Skills Monitored

... out fractions 6% 34%
... decimals 44% 70%

LET US KNOW WHAT YOU THINK




FOCUS
FACTS AND FIGURES 1980
DENVER PUBLIC SCHOOLS BOARD OF EDUCATION
Welcomes You!
STRETCH!
DENVER PUBLIC SCHOOL MENTAL, CREATIVE 'GYMNASTICS' CHALLENGE GIFTED STUDENTS
ANNUAL REPORT 1979 - 1980
DENVER PUBLIC SCHOOLS
900 GRANT STREET
DENVER, CO 80203
DENVER PUBLIC SCHOOLS
Excellence in Education
VOCATIONAL
YOU ARE INVITED...
C.E.C.

RJ-1 Newsline

YUMA PIONEER—January 24, 1980

Newsline For Better Communication

The RJ-1 Newsline will be published in the Yuma Pioneer twice monthly. The intentions of such publications are to keep the public better informed on what is happening in the district and to recognize achievements of the staff and students. The staff of the RJ-1 Newsline is made up of parents, school board members and district staff. If you have any ideas or suggestions which might help us in these publications we encourage your input. Contact the district office at 848-5831.

School Action Committee completes school year

The West Yuma County School Action Committee recently met for their last meeting of the school year. They are awaiting their charge for the 1980-81 school year. The school board will be considering it at their board meeting tonight.

With the close of the school year Elmer Boose, Jim Harper, Doris Kalb and Donna [illegible] have resigned from the committee. They are now awaiting new members to replace them beginning in the fall.

If you are interested in serving your school district contact [illegible] Weatherill, superintendent [illegible] schools at 848-5831.

PAGE 2 The Wray Gazette, July 19, 1979

RJ-2 And You

Vocational programs are an important part of the educational experience provided in RJ-2 schools. Several types of vocational training are offered to students who plan to enter the work force immediately after high school. Vocational program offerings include:

Agriculture-Idalia High School, Wray High School

Business and Office Occupations-Idalia High School, Wray High School

PAGE 2—The Wray Gazette, January 31, 1980

RJ-2 And You

The RJ-2 Accountability Committee met recently to begin work on their assignment from the Board of Education for the 1979-80 school year. The committee acts in an advisory capacity to the RJ-2 Board by reviewing school programs and providing recommendations for improvement.

Last year the committee was charged with helping to develop a plan for improving communication and public relations within the district. One suggestion from the Accountability Committee that was used by the RJ-2 Board was the weekly news article you are now reading—RJ-2 and YOU. The idea that resulted in this article has received special recognition from the Colorado Department of Education.

A recent letter from Kathryn DePew, Senior Consultant of the School Improvement and Leadership Unit, stated in part: "The entire area of communication and reporting continues to be an ongoing priority for almost every district. Your initiation of the column entitled 'RJ-2 and YOU' is an outstanding approach." Recognition from the State level is appreciated and we at RJ-2 are sincerely grateful for the idea that resulted from work of the Accountability Committee last year.

This year the charge of the RJ-2 Accountability Committee includes four parts:

(1) development of a set of by-law for the committee.

(2) assisting the district in continued efforts to improve communication and public relations.

(3) assisting in the development of the RJ-2 plan for accreditation under the new State guidelines.

(4) conducting a needs survey in the district.

s Into Act

iiar Class

RSDAY, APRIL 3, 1980

MOFFAT NEWS

Mrs. Otis Albert

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Easter break for
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3rd. School
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Major renovation
science laboratory. New equip-
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expected later. The perimeter ca
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acquired acc
the Colorado
Education.
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meeting
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SAGUACHE CO. SPELLING BEE

The Saguache County Spelling Bee was held at Mt. Valley School Friday, April 11th. The winners were Gano Adair fro

MOFFAT SCHOOL DISTRICT No. 2
1979-1980
ACCOUNTABILITY REPORT

Moffat Sch
full accreditati

Education progr
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boost thr

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Friday even
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creditation
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Education
"It's really
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Colorado, laid over
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committee
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Board of
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schools
stude
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sch

GOING STRONG—Moffat distance schools
man Jeff Hard (35) leads the pack across
early in the mile run at the Sargent
invitational last week. Included
near the front are Monte Vista's
Tom Gutfillan and Sangre de Cristo's

hool Days

APPENDICES

APPENDIX A

GLOSSARY OF TERMS

ACCREDITATION: Formal designation by the State Board of Education signifying that a school district has established a comprehensive and systematic improvement plan for improving its schools. The procedure includes the key steps in the accountability planning process, the development of a five-year plan for achieving district goals and priorities, and an annual updating of that plan. It also requires compliance with the minimum requirements set forth in the rules for accreditation.

ACTION PLANS: "Action Planning" is the process of defining how the goals or objectives defined in a statement of priorities will be achieved. Action plans define what needs to be done, who will be responsible for identified tasks, and when each task should be completed. Action planning is an essential component of accountability. Action planning occurs at both the district level and the building level and should be closely interrelated.

CHARGE: A written statement developed by the local board and its accountability committee describing specific tasks or activities for the committee. The charge generally covers a one- or two-year period of time and gives direction and purpose to the committee.

EDUCATIONAL PROGRAMS: Written procedures and activities designed by districts to achieve priorities and objectives over a period of time. The parts of a program include, but are not limited to, instructional and support activities, methods of instruction, staffing patterns, resources, and the use of curriculum and other variables as may be applicable.

MONITOR: To watch, observe, or check for a special purpose.

NEEDS AND STRENGTHS ASSESSMENT: "Needs and strengths assessment" is an evaluation process designed to identify a school or school system's most successful characteristics and those improvements which are most widely desired and most needed. The two most common sources of information regarding a district's needs are opinion surveys of parents, other taxpayers, students, and staff, and analysis of the results of the district's program evaluation system.

PLANNING/ACCOUNTABILITY PROCESS: A continuing series of actions used by a district and its citizens to develop a plan for improving educational programs. The actions include looking at needs, setting priorities, designing programs, allocating resources for the programs, and reporting program results to the public.

PRIORITIES: Those select areas or activities a district identifies from a number of needs as being most critical for program/school improvement. To set a priority suggests that a district agrees to concentrate time, resources, and effort for the attainment of the priority over a period of time.

PUPIL PERFORMANCE: Information describing what students have accomplished in a district's educational program. It can also be information describing the strengths and weaknesses of students in selected areas of learning (i.e., reading, computation, writing).

SCHOOL/COMMUNITY INVOLVEMENT: "School/community involvement" is the process whereby interested parents and other community members, students, staff, and members of the board of education participate in and influence a school or district's planning or decision-making activities.

SETTING PRIORITIES: "Setting Priorities" is the process of determining which school improvement needs will be focused upon for a period of time. In the school improvement process, priorities are set at both the building and district levels. Priorities may be of three types:

1) improvement of pupil achievement in a single curricular area - math or reading;
2) improvement of programs related to several curricular areas - gifted and talented, counseling, or school climate-discipline, or
3) improvement of the system in ways not directly related to curriculum - provide expanded facilities, improve staff evaluation system, or improving ongoing needs assessment program.

STAFF/PROGRAM OBJECTIVES: Statements describing the major purposes of programs.

STUDENT OUTCOMES/OBJECTIVES: Statements describing the types of skills and general kinds of information a district and its citizens believe students should gain as they move through the district's educational program.

SYSTEMATIC PROGRAM EVALUATION PLAN: An orderly and regular testing/monitoring schedule designed and used by districts for assessing programs, identifying program strengths and weaknesses, and making needed program changes.

APPENDIX B

COLORADO DEPARTMENT OF EDUCATION

A Brief Definition of Accountability/Accreditation Process

By Eugene R. Howard, Director
School Improvement and Leadership Unit

I like to define accountability/accreditation as a process of involving people in improving their schools. The process consists of six steps:

1) Asking the People. This is the process of finding out how the people would like to see their schools improved. By "people" I mean parents, non-parent taxpayers, students, staff, and members of the Board of Education. It is a major task of the accountability committee to represent the thinking of all groups of people - not just those who form pressure groups, come to board meetings, or telephone board members.

2) Setting Priorities. This is the process of deciding what to do first in improving schools. There will always be more suggestions for school improvement than can be acted upon immediately. It is necessary, then, for decisions to be made regarding which improvement suggestions should be acted upon at once. At the district level this decision is made by the Board of Education with information and recommendations coming from the accountability committee and the superintendent. At the individual school level priorities for school improvement are designated by the principal with the approval of the superintendent. The principal may share this decision with his staff and members of the school accountability committee. The decision is based on two types of information - information regarding what the people think the priorities should be and information regarding pupil performance. The individual school accountability committee can be assigned the task of gathering and summarizing this information.

3) Action Planning. Action planning occurs at both the district and individual school level. At the district level it is the responsibility of the superintendent and his staff to develop a districtwide action plan for school improvement for each priority designated by the Board. At the individual school level it is the principal's responsibility to develop an individual school plan for each priority designated by the board as well as for each priority unique to the school. The principal's plan for implementing priority improvements unique to the school should be responsive to the information provided to him by that school's accountability committee. Staff and accountability committee members at both the district and individual school level may participate in the designing of action plans. The basic responsibility, however, for designing and managing the plans belongs to the administrators.

4) Implementing. The superintendent is responsible for implementing the action plans at the district level. The principal is responsible for their implementation at the individual school level. Some of this responsibility may, of course, be delegated to other staff members. Plans are continuously monitored. They may be modified as unanticipated events or conditions require.

5) Evaluating. Each action plan is evaluated in accordance with its objectives. Evaluation information responsive to the question, "How are we doing?" is shared with the individual school and school district accountability committees periodically. The basic responsibility for evaluating the outcomes of each action plan is that of the professional staff. They may be assisted in this task by others.

6) Reporting. Outcomes of the action plans are shared with the general public periodically, but at least once a year a comprehensive report to the public is provided. This report to the people says, in essence, "We have asked you how you wanted us to improve our schools and you have told us. We have used this information to set priorities and we have acted on all of the priorities. As a result of our work this year, this is what has happened ..." The public is then given specific information regarding how the schools and pupil performance have been improved. The district level and individual school accountability committees can play a key role in keeping the public informed regarding progress which is being made in implementing the priorities.

The schools, then, have been responsive to the people. Experience has shown us that when a process of this type operates in a school district two outcomes are very likely to occur.

(1) Public support and confidence in the schools will be improved, and
(2) Pupil achievement gains will occur in those programs where program improvements have been implemented.

APPENDIX C

PROGRESS CHART OF THE DISTRICTS 1979-80

On the following pages is a chart showing the accountability and accreditation status of each Colorado school district for 1979-80.

1. Accreditation Status is the status as of January 1, 1981.

   A = accredited
   L = local board has submitted a letter of intent and the district is developing its five-year plan
   Blank = currently accredited under the former rules, but had not submitted a letter-of-intent under the new rules

2. CDE Evaluation of Accountability Progress

   Data from on-site visits and the district's report to CDE are evaluated by department staff and each district is rated on its accountability progress on the following scale:

   5 = exemplary development or use
   4 = well-defined and used process
   3 = satisfactory development or use
   2 = beginning to develop
   1 = no progress

3. Compliance with Accountability Law

   - indicates whether or not a district has carried out certain accountability activities in compliance with the law. A shaded square indicates the district reported it was in compliance.

4. District's Self-Evaluation

   - indicates the district's self-assessment of how it was doing in the development of the following eleven steps in the planning/accountability process:

   1) school-community involvement
   2) needs assessment
   3) district goal development
   4) designation of priorities or target areas for improvement
   5) development of district improvement plans
   6) development of individual school plans
   7) program development
   8) development of student outcome objectives
   9) program evaluation
   10) reporting to the public
   11) effectiveness of district accountability committee

   The same 5-point scale described above is used in this section to indicate progress in accountability. Each district assesses itself on each step in the accountability/accreditation process. (Blank means no rating was given.) The district did not rate itself in comparison to other districts, but on the basis of the progress it felt it was making in the development and use of each step in the process.

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Adams #1	Mapleton	A	4								5	4	4	5	4	5	4	4	5	5	5
Adams #12	Northglenn-Thornton	A	5								5	5	5	5	5	5	5	5	5	5	5
Adams #14	Commerce City	A	3								3	4	4	4	3	4	4	3	3	2	3
Adams #27J	Brighton	L	4								4	4	3	4	4	2	4	3	3	3	5
Adams #29J	Bennett	A	5								3	4	5	5	5	5	5	3	3	4	5
Adams #31J	Strasburg	A	5								3	3	4	4	5	2	4	4	5	3	4
Adams #50	Westminster	L	5								4	5	5	5	5	5	5	5	5	5	5
Alamosa #RE-11J	Alamosa	L	3								3	3	2	2	2	2	2	1	1	2	2
Alamosa #RE-22J	Sangre de Cristo	L	3								4	4	4	2	2	3	2	2	1	3	5
Arapahoe #1	Englewood	A	5								5	5	5	5	5	5	5	3	4	5	5
Arapahoe #2	Sheridan	A	5								5	5	5	5	5	5	4	4	5	5	5
Arapahoe #5	Cherry Creek	A	5								5	4	5	4	5	4	4	4	5	4	5
Arapahoe #6	Littleton	L	4								3	4	4	3	4	3	4	4	4	2	4
Arapahoe #26J	Deer Trail	A	3								3	3	4	3	3	3	3	3	3	3	4
Arapahoe #28J	Aurora		4								3	4	4	5	5	5	4	4	4	3	5
Arapahoe #32J	Byers	L	3								2	1	4	2	2	3	4	3	4	5	3
Archuleta #50Jt	Pagosa Springs	A	5								3	3	4	3	4	3	4	3	3	4	3
Baca #RE-1	Walsh	L	3								3	3	3	3	2	2	2	2	3	3	3
Baca #RE-3	Pritchett	L	3								3	3	2	2	3	3	3	3	3	3	3
Baca #RE-4	Springfield	L	3								3	3	4	4	4	2	4	2	2	3	2
Baca #RE-5	Vilas	L	4								5	4	3	4	4	4	4	4	4	4	4
Baca #RE-6	Campo	L	3								2	3	3	3	2	3	3	2	3	3	2
Bent #RE-1	Las Animas	L	4								4	4	5	4	3	3	2	2	2	1	5
Bent #RE-2	McClave	L	3								4	3	4	3	3	3	3	3	4	4	4
Boulder #RE-1J	Longmont	L	4								3	3	4	3	2	2	2	1		3	3

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Boulder #RE-2	Boulder Valley	A	5								5	4	5	5	4	5	5	5	4	5	5
Chaffee #R-31	Buena Vista	A	4								4	4	3	2	2	2	1	5	5	3	5
Chaffee #R-32J	Salida	A	4								4	4	4	3	3	2	4	4	2	4	4
Cheyenne #R-1	Kit Carson	L	3								3	4	4	3	3	4	3	3	3	3	3
Cheyenne #R-2	Cheyenne Wells	L	3								3	4	2	5	5	5	3	3	5	2	3
Cheyenne #3	Arapahoe	L	3								2	3	2	3	3	3	2	3	3	2	2
Clear Creek #RE-1	Idaho Springs	A	4								3	2	2	4	4	4	4	2	3	4	2
Conejos #RE-1J	La Jara (North)	L	4								3	4	4	4	3	3	3	2	2	3	4
Conejos #6J	Sanford	L	2								2	3	4	2	2	2	2	1	2	2	2
Conejos #RE-10	Antonito (South)	L	3								4	3	4	4	4	4	4	4	4	3	4
Costilla #R-1	San Luis (Centennial)	A	3								2	1	4	3	3	4	4	3	2	2	
Costilla #R-30	Blanca (Sierra Grande)	L	3								2	1	4	3	3	4	4	3	2	2	
Crowley #RE-1J	Ordway	L	2								2	1	4	3	4	2	2	2	2	2	1
Custer #C-1	Westcliffe	L	4								4	4	4	4	4	3	3	3	3	3	5
Delta #50J	Delta	L	4								4	4	4	5	5	4	4	4	4	4	4
Denver #1	Denver	A	5								4	5	4	5	5	4	4	3	5	4	4
Dolores #RE-1	Dove Creek	L	2								1	3	2	2	2	2	2	3	2	1	1
Douglas #RE-1	Castle Rock	L	4								4	4	4	4	4	3	4	4	2	4	5
Eagle #RE-50	Eagle	A	4								3	4	5	5	5	4	4	4	4	4	3
Elbert #C-1	Elizabeth	A	4								3	4	4	4	4	4	4	4	3	3	2
Elbert #C-2	Kiowa	A	4								5	5	4	4	3	4	4	2	3	5	5
Elbert #100J	Simla (Big Sandy)	L	3								3	3	4	4	4		4	4	3	2	3
Elbert #200	Elbert	A	4								3	4	3	3	3		3		2	2	3
Elbert #300	Agate	A	3								4	3	4	3	2	2	3	2	3	3	4
El Paso #RJ-1	Calhan	L	4								4	3	2	5	4	4	4	2	4	5	5

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El Paso #2	Harrison	L	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	5	5	5
El Paso #3	Security (Widefield)	A	5	■	■	■	■		■	■	4	5	5	5	5	5	5	5	4	5
El Paso #8	Fountain	L	3	■	■	■	■	■	■	■	3	2	5	2	4	2	3	4	3	2
El Paso #11	Colorado Springs	L	5	■	■	■	■	■	■	■	3	4	4	3	4	4	4	4	4	3
El Paso #12	Cheyenne Mountain	L	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	5	5	4
El Paso #14	Manitou Springs	A	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	5	5	5
El Paso #20	Academy	L	3	■	■	■		■	■	■	3	3	4	3	3	3	4	2	3	5
El Paso #22	Ellicott	A	4	■	■	■	■	■	■	■	4	4	4	4	4	4	4	4	4	4
El Paso #23JT	Peyton	A	4	■	■	■	■		■	■	4	2	4	4	4	4	4	2	3	1
El Paso #28	Hanover	L	1	■							2	2	1	1	1	1	1	1	1	1
El Paso #38	Monument (Lewis-Palmer)	L	5	■	■	■	■	■	■	■	4	5	5	5	5	4	5	4	4	4
El Paso #49	Falcon	L	2	■	■					■	2	2	1	2	1	2	1	1	2	3
El Paso #54J	Edison	L	3	■	■	■		■	■	■	4	4	4	4	4	4	4	2	2	4
El Paso #60JT	Rush (Miami-Yoder)	A	3	■	■	■	■	■		■	4	3	4	5	3	5	5	3	2	4
Fremont #RE-1	Canon City	L	5	■	■	■	■		■	■	4	4	4	4	5	4	4	4	4	4
Fremont #RE-2	Florence	L	4	■	■	■	■		■	■	3	4	4	4	4	4	3	4	4	2
Fremont #RE-3	Cotopaxi	L	3	■	■	■	■			■	2	3	4	2	1	1	2	2	2	2
Garfield #RE-1	Glenwood Springs	L	4	■	■	■	■	■	■	■	3	4	3	4	3	2	3	3	2	4
Garfield #RE-2	Rifle	L	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	4	4	5
Garfield #16	Parachute	L	3	■	■	■	■	■	■		4	4	4	3	3	3	4	3	4	3
Gilpin #RE-1	Central City	L	3	■	■		■	■	■	■	3	4	5	4	2	3	4	4	4	2
Grand #1J	Kremmling (W. Grand)	A	5	■	■	■	■	■	■	■	5	5	3	5	4	4	4	5	4	3
Grand #2	Granby (E. Grand)	A	5	■	■	■	■	■	■	■	4	4	5	5	5	5	5	3	3	2
Gunnison #RE-1J	Gunnison	L	3	■	■	■	■	■	■	■	4	2	4	4	2	2	3	2	3	3
Hinsdale #RE-1	Lake City	L	3	■	■	■		■	■	■	3	5	4	4	3	4	4	4	4	3

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Huerfano #RE-1	Walsenburg	A	4	■	■	■	■	■	■	■	3	4	5	3	4	4	4	3	4	4	3
Huerfano	La Veta	L	3	■	■	■	■			■	4	2	4	2	1	2	3	2	1	4	3
Jackson #R-1	Walden (N. Park)	A	4	■	■	■	■	■	■	■	4	3	4	4	4	3	3	3	3	4	3
Jefferson #R-1	Jefferson County	L	5	■	■	■	■	■	■	■	5	5	5	5	5	3	5	5	4	5	5
Kiowa #RE-1	Eads	L	3	■	■	■		■		■	3	3	2	3	2	2	3	3	3	2	3
Kiowa #RE-2	Plainview (Sheridan Lk.)	L	3	■	■			■			5	5	3	2	4	3	3	3	3	3	3
Kit Carson #R-1	Flagler	A	4	■	■	■	■	■		■	4	3	4	5	5	4	4	2	3	4	4
Kit Carson #R-2	Seibert	L	1								1	1	1	2	2	1	1	1	1	1	2
Kit Carson #R-3	Vona	L	1								1	1	1	2	2	1	1	1	1	1	2
Kit Carson #R-4	Stratton	A	4	■	■	■	■			■	3	4	5	5	5	3	2	2	3	3	3
Kit Carson #R-5	Bethune	A	3	■						■	3	4	4	3	4	4	4	2	2	2	3
Kit Carson #RE-6J	Burlington	L	3	■	■	■	■			■	3	3	3	3	3	3	3	3	3	3	4
Lake #R-1	Leadville	L	5	■	■	■	■	■	■	■	4	5	5	5	5	5	5	3	4	5	5
La Plata #9-R	Durango	A	5	■	■	■	■	■	■	■	5	4	5	5	5	5	4	4	4	5	5
La Plata #10-JT-R	Bayfield	A	3	■	■	■	■	■	■	■	3	3	2	3	2	3	3	3	3	4	2
La Plata #11-JT	Ignacio	A	3	■	■	■	■			■	3	3	3	5	3	5	5	4	3	4	2
Larimer #R-1	Fort Collins (Poudre)	L	5	■	■	■	■	■	■	■	4	4	4	4	4	4	5	5	5	5	5
Larimer #R-2J	Loveland (Thompson)	A	5	■	■	■	■			■	5	4	4	4	4	4	3	3	3	3	4
Larimer #R-3	Estes Park (Park)	L	3	■	■	■	■	■	■		2	3	4	2	3	2	3	3	4	2	2
Las Animas #1	Trinidad	L	3	■	■	■	■	■	■	■	4	2	5	5	2	2	4	4	4	4	3
Las Animas #2	Weston (Primero)	L	3	■	■	■	■			■	2	3	4	3	2	3	2	2	3	4	4
Las Animas #3	Hoehne	L	5	■	■	■	■			■	5	5	5	5	5	5	5	2	5	5	5
Las Animas #6	Aguilar	L	4	■	■	■	■	■	■	■	4	4	5	5	5	5	3	4	4	5	4
Las Animas #82	Branson	A	4	■	■	■	■			■	5	3	4	5	4	4	4	4	4	5	4
Las Animas #88	Kim	L	3	■	■	■	■			■	2	2	3	2	2		2	2	2	3	4

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Lincoln #RE-1	Hugo	L	2	■	■				■		3	3	4	3	3	4	4	5	5	2	2
Lincoln #RE-4J	Limon		4	■	■	■	■	■	■	■	4	4	5	4	4	4	4	5	4	4	4
Lincoln #RE-13	Genoa		3	■	■		■	■		■	5	4	3	5	2	3	2	2	4	4	5
Lincoln #RE-23	Karval	L	3	■	■						3	1	3	3	3	3	3	3	3	3	3
Lincoln #RE-31	Arriba	A	4	■	■	■	■			■	5	4	5	4	5	3	4	3	3	4	5
Logan #RE-1	Sterling (Valley)	L	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	5	5	5	5
Logan #RE-3	Fleming	L	4	■	■	■	■	■	■	■	4	5	3	5	5	5	5	4	5	4	5
Logan #RE-4	Merino	L	3	■	■	■	■	■	■	■	5	5	5	5	4	5	5	3	5	4	5
Logan #RE-5	Peetz (Plateau)		1																		
Mesa #49-JT	De Beque	L	4	■	■	■	■				4	5	5	4	2	2	3	3	3	2	4
Mesa #50	Collbran (Plateau Val.)	L	4	■	■	■	■	■			4	4	3	3	3	4	4	4	4	4	4
Mesa #51	Grand Junction		3	■	■	■		■			3	3	4	2	2	2	3	2	2	2	3
Mineral #1	Creede	A	4	■	■	■	■	■	■	■	4	4	3	3	3	4	4	2	3	3	3
Moffat #RE-1	Craig	A	4	■	■	■	■			■	4	4	4	5	4	4	4	3	2	3	5
Montezuma #RE-1	Montezuma-Cortez	L	3	■	■	■	■	■	■	■	3	4	4	3	2	2	2	2	3	3	4
Montezuma #RE-4A	Dolores	A	5	■	■	■	■			■	4	5	4	4	4	4	4	5	5	4	5
Montezuma #RE-6	Mancos	A	3	■	■	■		■			4	3	3	2	2	4	4	4	3	3	2
Montrose #RE-1J	Montrose	L	5	■	■	■	■			■	5	3	3	3	4	3	5	5	5	4	5
Montrose #RE-2	Naturita (West End)	L	3	■	■						3	3	3	2	2	2	3	2	2	2	4
Morgan #RE-2J	Brush	L	4	■	■	■	■	■	■	■	3	4	2	3	2	2	2	3	3	4	4
Morgan #RE-3	Fort Morgan	A	5	■	■	■	■	■	■	■	5	5	5	4	5	3	4	4	4	5	5
Morgan #RE-20J	Weldona	A	3	■	■	■		■		■	2	3							3	4	4
Morgan #RE-50J	Wiggins	L	5	■	■	■	■	■	■	■	5	4	5	5	5	5	5	5	5	5	5
Otero #R-1	La Junta (E. Otero)	L	5	■	■	■	■	■	■	■	4	5	5	5	5	4	5	4	5	5	5
Otero #R-2	Rocky Ford		3	■	■	■	■	■			3	3	3	3	3	3	3	3	2	3	3

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Otero #3-J	Manzanola	L	3	■	■	■		■	■	■	2	2	2	2	2	2	3	5	5	3	2
Otero #R-4J	Fowler	L	3	■		■			■	■	3	3	3	4	3	3	3	3	4	3	4
Otero #31	Cheraw	L	3	■	■	■	■			■	5	5	4	3	4	3	3	2	4	3	4
Otero #33	Swink	L	3	■	■	■	■			■	3	5	3	3	3	2	3	2	4	3	4
Ouray #R-1	Ouray	A	5	■	■	■	■	■	■	■	3	3	4	4	4	4	4	3	3	3	4
Ouray #R-2	Ridgway	A	5	■	■	■	■			■	3	4	5	4	4	4	4	4	3	3	5
Park #1	Bailey (Platte Canyon)	A	3	■	■	■		■	■	■	3	3	4	3	3	4	3	2	2	3	3
Park #RE-2	Fairplay	A	4	■	■	■	■	■	■	■	5	4	3	5	5	4	5	5	5	5	5
Phillips #RE-1J	Holyoke	A	5	■	■	■	■			■	4	4	5	5	4	3	4	3	4	4	4
Phillips #RE-2J	Haxtun	L	3	■	■	■	■			■	3	4	4	2	3	3	3	4	3	2	3
Pitkin #1	Aspen	A	4	■	■	■	■	■			3	5	5	5	5	4	4	4	3	2	4
Prowers #RE-1	Granada	L	2	■	■	■	■	■		■	3	2	4	3	3	3	3	4			
Prowers #RE-2	Lamar	A	4	■	■	■	■	■		■	5	3	3	4	4	4	4	4	4	3	3
Prowers #RE-3	Holly	L	3	■	■	■	■		■	■	3	2	4	4	2	2	2	2	3	3	4
Prowers #RE-13JT	Wiley	L	3	■	■	■	■	■		■	3	2	3	4	2	2	3	2	2	2	2
Pueblo #60	Pueblo (City)	L	5	■	■	■	■	■	■	■	4	5	5	5	5	5	5	4	4	4	5
Pueblo #70	Pueblo Co. Rural		4	■	■	■	■	■	■	■	4	3	4	3	4	2	3	4	3	4	4
Rio Blanco #RE-1	Meeker	A	4	■	■	■	■	■	■	■	3	4	5	4	4	4	3	4	4	2	4
Rio Blanco #RE-4	Rangely	A	3	■			■			■	3	4	3	4	4	4	4	3	4	3	2
Rio Grande #C-7	Del Norte	A	3	■	■	■	■		■	■	3	4	4	3	3	2	4	4	3	3	3
Rio Grande #C-8	Monte Vista	L	3	■	■	■	■			■	4	4	4	5	3	4	3	2	3	2	3
Rio Grande RE33J	Sargent	A	3	■	■	■	■		■	■	4	3	5	4	5	5	4	4	4	5	5
Routt #RE-1	Hayden		1	■							1	1	1	1	1	1	1	1	1	1	1
Routt #RE-2	Steamboat Springs	A	3	■	■	■	■	■		■	3	4	3	3	4	2	3	2	3	2	4
Routt #RE-3	Oak Creek (S. Routt)	A	5	■	■	■	■	■	■	■	4	4	5	5	5	5	5	5	5	4	5

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REPORT OF DISTRICT PROGRESS IN ACCOUNTABILITY AND ACCREDITATION

District	Location	Accreditation Status	CDE Evaluation of Accountability Progress	Compliance with Accountability Law							District's Self-Evaluation in Accountability/Accreditation Process										
											Steps in Accountability/Accreditation Process										
				Has Committee	Reported to the Board	Charge from the Board	Recommend. to Board	Bldg. Level Committees	Info. on Costs	Reported to Public	School/Comm. Involvement	Needs Assessment	District Goals	Priorities	District Plans	Individual School Plans	Program Development	Student Outcomes	Program Evaluation	Reporting to Public	Effective Committee
Saguache #RE-1	Saguache	A	4	■	■	■	■			■	5	5	5	5	4	5	4	4	4	4	5
Saguache #2	Moffat	A	5	■	■	■	■	■	■	■	4	5	5	4	5	4	4	3	4	5	5
Saguache #26JT	Center	L	3	■	■	■		■	■	■	3	4	2	3	2	2	2	2	2	2	4
San Juan #1	Silverton	A	3	■	■	■	■	■		■	3	3	3	3	3	3	3	2	3	3	
San Miguel #R-1	Telluride	L	2	■	■	■	■			■	2	1	4	4	2	1	1	1	1	3	4
San Miguel #R-2J	Norwood	L	4	■	■	■	■	■		■	4	3	2	4	3	3	3	1	3	4	3
San Miguel #18	Egnar	L	2	■	■			■	■	■	2	2	2	2		2	2	2	2	2	
Sedgwick #RE-1	Julesburg	L	4	■	■	■				■	4	4	4	4	4	4	3	3	4	4	4
Sedgwick #RE-3	Ovid	L	3	■	■	■	■			■	4	4	4	3	3	2	4	2	3	4	4
Summit #RE-1	Frisco	L	3	■	■	■	■	■	■	■	3	4	4	3	2	4	4	3	4	4	3
Teller #RE-1	Cripple Creek-Victor	A	5	■	■	■	■	■	■	■	5	5	5	5	5	5	5	5	5	5	5
Teller #RE-2	Woodland Park	A	5	■	■	■	■	■		■	4	4	5	5	5	5	5	2	2	5	5
Washington #R-1	Akron	L	3	■	■	■	■		■	■	3	5	5	4	4	2	2	2	3	3	4
Washington #R-2	Arickaree	L	3	■	■	■	■	■		■	3	4	4	4	3	3	3	2	3	4	3
Washington #R-3	Otis	L	3	■	■	■	■	■	■	■	4	4		4	3	4	2	3	4	5	5
Washington #101	Lone Star	L	4	■	■	■	■	■	■	■	5	3	3	4	3	3	3	2	2	4	4
Washington #R104	Woodrow (Woodlin)	L	4	■	■	■	■	■	■	■	3	4	4	5	3		5	5	4	5	5
Weld #RE-1	Gilcrest	L	4	■	■	■	■		■	■	3	3	3	4	3	4	4	3	3	4	4
Weld #RE-2	Eaton	L	4	■	■	■	■	■	■	■	4	4	4	4	4	4	4	4	5	4	5
Weld #RE-3	Keenesburg	L	3	■	■	■	■	■	■	■	3	5	4	3	3	2	5	5	3	3	3
Weld #RE-4	Windsor	A	5	■	■	■	■	■	■	■	4	5	4	5	4	4	4	5	4	5	5
Weld #RE-5J	Johnstown	L	3	■	■	■	■	■	■	■	4	1	3	2	1	1	1	1	1	4	4
Weld #6	Greeley	L	5	■	■	■	■	■	■	■	4	5	5	5	5	5	5	5	5	2	5
Weld #RE-7	Kersey (Platte Val.)	A	5	■	■	■	■	■	■	■	4	4	4	5	4	3	3	4	4	3	4
Weld #RE-8	Fort Lupton	L	3	■	■	■	■	■	■	■	4	4	4	4		2	5	4	3	1	3

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Weld #RE-9	Ault-Highland	L	4								4	4	5	5	5	4	5	5	4	4	4
Weld #RE-10	Briggsdale	L	3								5	5	4	5	5	5	5	4	5	5	5
Weld #RE-11J	New Raymer (Prairie)	L	3								5	5	5	5	5	5	4	3	4	4	5
Weld #RE-12	Grover (Pawnee)	A	4								4	4	4	4	4	4	4	4	3	4	4
Yuma #RJ-1	Yuma (W. Yuma)	A	5								5	4	5	5	5	4	5	4	2	5	5
Yuma #RJ-2	Wray (E. Yuma)	L	4								4	4	4	4	4	3	4	4	4	4	4
Colorado School for Deaf & Blind		L																			
Division of Youth Institutions		A																			

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1980-1982 EDUCATIONAL PRIORITIES

OF THE COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens and to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.